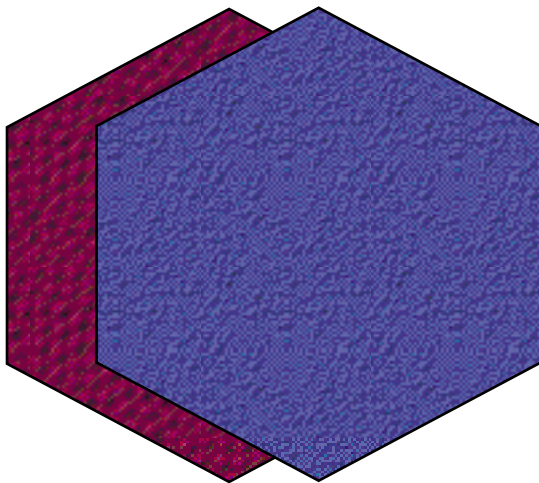


**Iowa**

**CONTENT STANDARDS  
and  
BENCHMARKS**

**Health Occupations  
Education**



**1999**

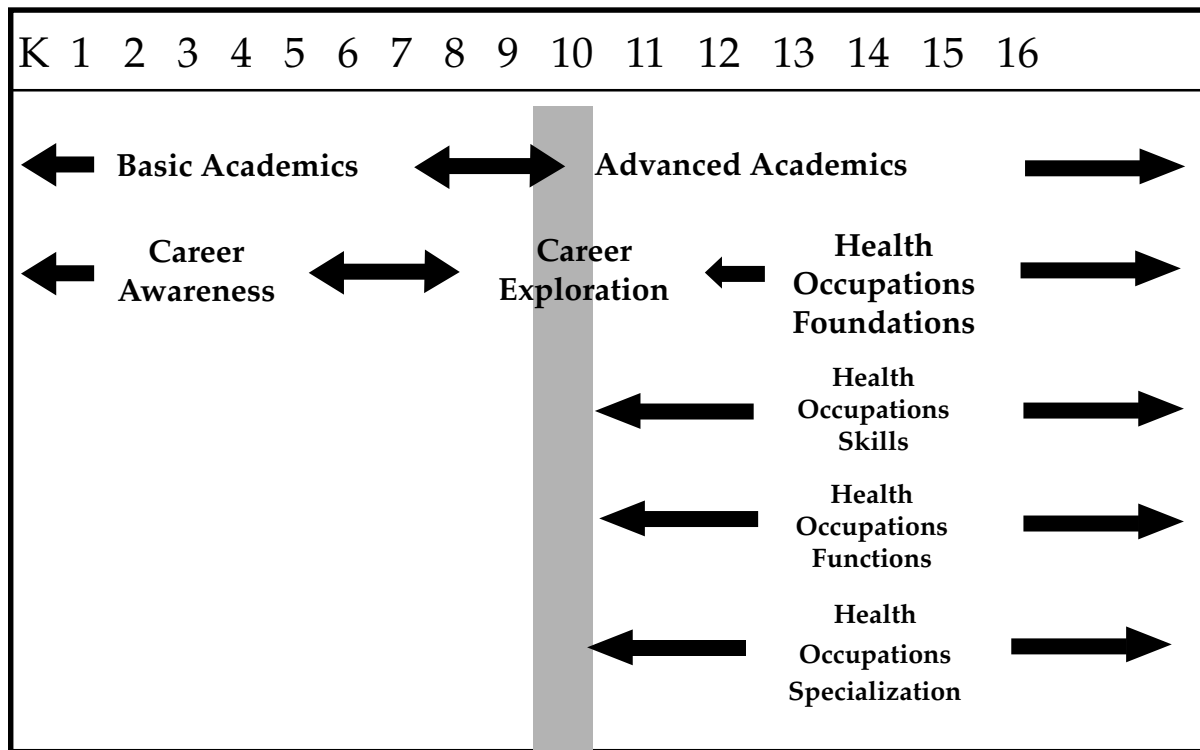
## Health Occupations Education Career Pathway

### Illustration of Program Possibilities

Academic	Employability	Career Area Knowledge and Skills	Occupational Cluster	Career and Technical Programs Specific Technical Knowledge and Skills	
Academic Knowledge and Skills (K-12)  Majors - Reflect examples from 2 & 4 year colleges Core - Reflects examples connecting to 2 & 4 year colleges	Employability Knowledge and Skills—Standards and Benchmarks (K-12)	Career Area Knowledge and Skills  Content and Knowledge of Career Areas—Standards and Benchmarks (K-12)	Health Science Career Clusters	Educator	
				Public Health	
				Entrepreneurship	
				Medical Illustrating	
			Therapeutic Services	Dental Assistant, Dental Hygiene	
				Medical Assistant	
				EMS-B, EMS-P	
				Physical Therapist Assistant	
				Respiratory Therapy	
				Occupational Therapy Assistant	
				Surgical Technology	
				*Nurse Aide, Registered Nurse	
				Associate Degree Nursing	
				*Practical Nursing	
				Chiropractic	
				Pharmacist, Pharmacy Technician	
				Dietician, Dietetics Aide	
				*Home Health Aide	
				Rehabilitation	
				Social Work	
				Podiatrist, Podiatric Assistant	
				Speech Pathology	
				*First Responder	
				Perfusion Technician	
				Medication Aide	
				Diagnostic Services	Dental Technology
					Medical Laboratory Technician
					Cyto Technologist
			Histologic Technician		
			Phlebotomy		
			Substance Abuse		
			Information Services	Pulmonary Function Technician	
				Medical Transcription	
				Health Information Technology	
				Health Care Administration	
				Medical Records	
				Risk Management	
			Environmental Services	Food Service	
				Housekeeping	
				Central Service Worker	

K-14

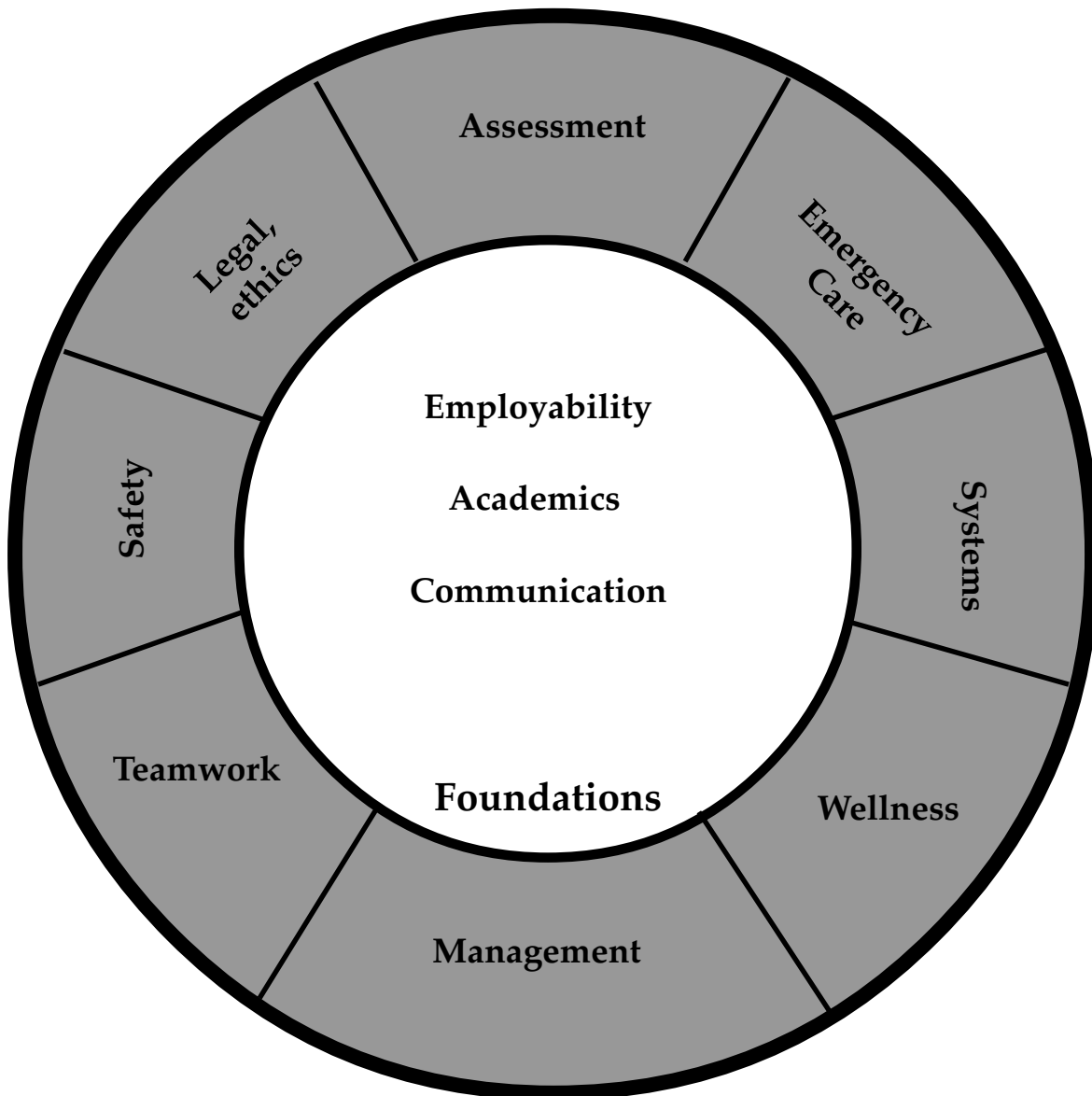
## The Health Occupations Curriculum



This flow chart describes how the health occupations curriculum can be viewed as a continuum that begins in the primary grades with career awareness and exploration. The model continues through postsecondary education with the emphasis becoming more specialized to the student's individual interest in health occupations.

# Curriculum Framework for Health Occupations

## Functions of Health Occupations



Academic concepts • Technology

# **General Health Occupations- Non-Certified**

## **STANDARDS AND BENCH MARKS**

**Standard I - Academic Foundations: The student will know the academic subject matter required for proficiency in health occupations.**

*Benchmarks:*

1. Apply knowledge of human growth and development.
2. Apply basic life science concepts related to health.
3. Use basic math and algebraic operations to solve health occupation problems.
4. Convert common weights, measures, volumes to metric.
5. Read and write, including reports, graphs, and manuals.
6. Define, pronounce, spell, and use health care terminology.
7. Explain major advances that transformed health care in the nineteenth, twentieth, and twenty-first centuries.
8. Identify new developments affecting the future of health care.

**Standard II - Communications: The student will know the various methods of giving and obtaining information effectively, both orally and in writing.**

*Benchmarks:*

1. Use formal and informal, oral communication skills to receive and convey information to others in the workplace.
2. Use a variety of written communication skills to receive and convey information to others in the workplace.
3. Use a variety of listening skills to communicate with clients and coworkers.
4. Use technology to communicate in a health care setting.
5. Use strategies to communicate with various groups or populations.

**Standard III - Employability Skills: The student will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed.**

*Benchmarks:*

1. Describe a variety of career options and how they are influenced by personal strengths, weaknesses, interests, and wants.
2. Use a variety of career resources to learn about career opportunities
3. Use career planning skills.
4. Use workplace readiness skills.
5. Demonstrate basic skills in technology.

**Standard IV - Systems: The student will understand how their role fits into their department, their organization, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.**

*Benchmarks:*

1. Identify the relationship between the health care delivery system and the community.
2. Identify major types of health care facilities.
3. Explain the types of health care providers and their roles on the interdisciplinary team.

**Standard V - Legal Responsibility: The student will understand the legal responsibilities, limitations, and the implications of their actions within the health care delivery setting. They will perform their duties according to established, regulations, policies, laws, and legislated rights of clients.**

*Benchmarks:*

1. Comply with policy and procedural guidelines including institutional and regulatory agencies.
2. Describe the legal aspects of the health care worker and client relationship.

**Standard VI - Ethics: The student will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform their duties within established ethical guidelines, supporting sensitive, and quality healthcare delivery.**

*Benchmarks:*

1. Adhere to ethical concepts, including integrity and confidentiality as they relate to the health care industry, the patient, and the patients' family.

**Standard VII - Safety Practices: The student will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.**

*Benchmarks:*

1. Explain varied aspects of safety related to patient, client, and worker in health occupations and how to reduce risks and hazards in the workplace.
2. Follow emergency procedures and protocols.
3. Demonstrate appropriate organizational and regulatory guidelines for an area of work.

**Standard VIII - Teamwork: The student will understand the role and responsibility of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.**

*Benchmarks:*

1. Practice team membership skills such as cooperation, leadership, and anticipation of the needs of coworkers.
2. Identify the dynamics of the health care team and function within the lines of authority.
3. Manage conflict within the workplace.

**Standard IX - Wellness: The student will understand the fundamentals of wellness and the prevention of disease processes. They will encourage the practice of preventive health behaviors among their clients.**

*Benchmarks:*

1. Identify available wellness services (e.g. screenings, exams, and immunizations).
2. Identify the importance of wellness.
3. Define Health and wellness.
4. Define illness and its impact on the whole person, family, and society.

# Secondary Health Occupations Education

## Emergency Services

**Standard I - Academic Foundations: The student will know the academic subject matter required for proficiency for emergency medical personnel.**

### *Benchmarks*

1. Explain the rationale for serving as an advocate for the use of appropriate protective equipment.
2. Use correct medical terminology and recognize the common acronyms used in EMS.
3. Identify the range of normal vital signs including blood pressure.
4. Describe normal skin conditions and pupil reactions.
5. Identify the components of the SAMPLE history.
6. Name and label the major structures of the respiratory system.
7. Describe the anatomy and pathophysiology of the airway.
8. Know the parts and operations of various ventilation equipment, suction devices, and ventilation devices.
9. Describe common mechanisms of injury / nature of illness as it relates to consideration of the mechanism of injury.
10. Describe the indications of an infiltrated IV.
11. Use the formula to set/adjust IV flow meters.
12. State the generic name, medication forms, dose administration, action, indications and contraindications for the prescribed inhaler.
13. Name the structure and functions of the cardiovascular system.
14. Describe the indications and patient considerations for the use of the automated external defibrillator (AED).
15. Differentiate between the fully automated and semi-automated defibrillator.
16. Describe the controls on the automatic external defibrillator, and maintenance procedures.
17. Describe the pathophysiology for diabetes mellitus and the result of diabetic coma and insulin shock.
18. State the generic names, medication forms, dose, administration, action and contraindications for oral glucose.
19. Describe the mechanisms of allergic response and implications for airway management.
20. State the generic and trade names, medication forms, dose, administration, action and contraindications of the epinephrine auto-injector.
21. List the signs/symptoms associated with poisoning.
22. State the generic and trade names, indications, contraindications, medication form, dose, administration actions, side effects and re-assessment strategies for activated charcoal.
23. Describe the signs and symptoms when the body is exposed to environmental extremes, heat, cold, near drowning, bites and stings.
25. Discuss the general factors that may alter a patient's behavior and list behavior that would indicate the patient was experiencing psychological crisis.
26. Relate the anatomy and physiology of the reproductive system.



27. Know the steps to assist in a normal cephalic delivery.
28. Classify the various types of soft tissue injuries.
29. Describe the anatomy and function of the skeletal and muscle system.
30. Describe the developmental and physiological considerations normal for infants and children.
31. Define the fundamental components of extrication.
32. List the conditions that must be considered in triage.

**Standard II - Communications: The student will communicate effectively with residents/patients, health care facility staff and resident/patient family visitors.**

*Benchmarks*

1. State the proper sequence of initiating, sequencing and terminating a radio call relative to the scene, facility and station.
2. Describe the essential components of an efficient and effective verbal report.
3. Communicate effectively with the patient, family and by-standers.
4. Describe the components and sections of the written report.
5. Complete a prehospital care report for all emergency care assessments and treatments provided.
6. Document the patient response to the use of specific emergency treatments provided: including application of the automated external defibrillator ,the administration of nitroglycerin, oral glucose, charcoal, assisting with inhaler.
7. Complete a prehospital care report for patients who have obstetrical / gynecological emergencies.

**Standard III - Employability Skills: The student will understand employability skills that will enhance employment and job satisfaction.**

*Benchmarks*

1. Differentiate the roles and responsibilities of the EMT-basic from other pre-hospital care providers.
2. Understand the role of medical direction in relation to the role of the EMT.
3. Identify the specific statues and regulations in Iowa regarding the EMS system when assessing patient and providing treatment.

**Standard IV - Systems: The student will understand the organizational structure of the nursing facility and recognize the role of outside agencies in assuring quality care.**

*Benchmarks*

1. Define Emergency Medical services system.
2. Discuss all state and /or local record and reporting requirements.
3. Explain the use of emergency protocols in providing emergency assessments and pre-hospital care.
4. Describe the components of the Iowa Trauma system.

**Standard V - Legal/ethical responsibility: The student understand the legal and ethical principles of providing care and fulfilling job responsibilities.**

*Benchmarks*

1. Obtain consent prior to providing emergency care, either expressed or implied..
2. Determine when the EMT has a 'duty to act'.
3. Discuss the legal implications of abandonment, negligence and battery for the EMT.
4. Explain the necessity of confidentiality when providing emergency care.
5. Determine the action required when dealing with a patient with a Do Not Resuscitate (DNR) order.
6. State the conditions that require and EMT to notify local law enforcement officials.
7. Describe the legal implications of the verbal and written reports.
8. Summarize the indicators for child abuse and neglect and recognize the EMT's responsibility in reporting the condition.
9. Describe the general provisions of state laws relating to the operation of the ambulances.

**Standard VI - Safety Practices: The student will practice safety measures in providing resident/patient care.**

*Benchmarks*

1. Describe the responsibilities toward personal safety and safety of the crew, patient, and bystanders.
2. Explain the need to determine scene safety.
3. Use body substance isolation when providing emergency care.
4. Use precautions to protect self from airborne and bloodborne pathogens.
5. Use personal protection equipment when dealing with hazardous materials, rescue operations, violent scenes, and crime scenes.
6. Properly dispose of the equipment used for epinephrine auto-injector.
7. State the steps that should be taken to protect a patient during extrication.

**Standard VII - Teamwork: The student will understand the role and responsibility of individual members of the health care team, and will interact effectively and sensitively with all members in promoting the delivery of quality health care.**

*Benchmarks*

1. Practice as an effective team member in providing cares in a nursing facility.
2. Explain the reason for seeking additional help or assistance in an emergency.
3. Observe various scenes and identify potential hazards.
4. Describe the procedure of operating an automated defibrillator with a partner.
5. Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators.
6. Describe the roles and responsibilities of the System Evaluation and Quality Improvement Committee.

**Standard VIII - Managing a Scene: The student will utilize information regarding emergency scenes to stabilize the scene.**

*Benchmarks*

1. Describe the possible emotional reactions the EMT may experience when faced with trauma, illness, death and dying.
2. Discuss possible reactions a family may exhibit when confronted with death and dying.
3. State the steps the EMT can take to alleviate the stress at the scene.
4. Use medical identifications to assist in assessing the patient's condition.

**Standard IX - Assessing the Patient: The student will understand the steps to primary and secondary assessment of the emergency victim.**

*Benchmarks*

1. Demonstrate the skills involved in assessment of breathing.
2. Demonstrate the skills in obtaining a pulse.
3. Demonstrate the skills associated with assessing skin conditions.
4. Demonstrate the skills associated with assessing the pupils.
5. Use information obtained from the patient, family and bystanders at the scene in assessing the patient's condition.
6. Use the SAMPLE history in completing the assessment.
7. Assess altered mental status in a victim.
8. Differentiate between normal and abnormal findings when assessing skin capillary refill in the infant, child, and adult.
9. Demonstrate the method for prioritizing patients at an accident.
10. Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.
11. Differentiate between the history and physical exam which is performed for responsive patients with no prior history.
12. Demonstrate the patient assessment skills that should be used to assist a patient who is unresponsive or has an altered mental status.
13. Demonstrate the skills involved in performing the on-going assessment.
14. Differentiate between the patient who is having adequate and inadequate air exchange.
15. Assess the patient experiencing chest pain/discomfort.
16. Assess the patient's condition in medical, environmental, trauma, and behavioral emergencies.
17. Assess the gynecological/obstetrical patient for complications.
18. Assess all emergency patients for shock.
19. Differentiate between the assessments required for a infant/child in relationship to an adult.

## **Standard X - Provide Emergency Care: Perform the steps required to provide emergency care for the patient.**

### *Benchmarks*

1. Demonstrate methods for opening an airway, head-tilt, chin-lift, jaw thrust.
2. Demonstrate the skills required to suction the patient.
3. Demonstrate the skills for ventilating a patient with the pocket mask, bag-valve-mask, using one and two rescuers.
4. Demonstrate the steps in ventilating a patient with a stoma.
5. Ventilate a patient using a flow restricted, oxygen powered ventilation device.
6. Insert a nasopharyngeal (nasal) airway.
7. Demonstrate the Sellick maneuver.
8. Demonstrate the proper insertion of the Combitube and PTL.
9. Evaluate the placement of a blindly inserted, combination, multi-lumen airway..
10. Adjust/set an IV at a specified rate.
11. Discontinue an infiltrate IV.
12. Perform the steps in facilitating the use of an inhaler.
13. Demonstrate the application, operation, and maintenance of the automated external defibrillator.
14. Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort.
15. Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes.
16. Perform the steps in the administration of glucose.
17. Perform the administration of an epinephrine auto-injector.
18. Perform the necessary steps required to provide a patient with activated charcoal.
19. Demonstrate the care of the patient who has an environmental emergency; heat, cold.
20. bites, stings and near drowning.
21. Provide medical care for the patient with behavioral emergencies and when appropriate properly restrain the patient.
22. Perform a normal cephalic delivery, postpartum care, and the care of the newborn infant.
23. Demonstrate the procedures for the following abnormal deliveries: vaginal bleeding.
24. Demonstrate breech birth, prolapsed cord or limb presentation.
25. Demonstrate the care of the emergency patient with internal or external bleeding and/or shock, including the use of pressure points to treat hemorrhage.
26. Perform the steps in providing emergency care for the patient with soft tissue injuries.
27. Demonstrate care of the patient with open chest wounds, abdominal wounds, impaled objects, and amputations.
28. Perform the steps for caring for burn patients.
29. Demonstrate the steps for caring for the emergency medical care of a patient with painful, swollen, deformed extremity.
30. Provide emergency care of the patient with a suspected spinal cord emergency.
31. Demonstrate the adaptations made in providing emergency care for infants/ children with breathing, circulatory, trauma, and medical emergency conditions.

# Secondary Health Occupations Education

## First Responder

**Standard I - Academic Foundations: The student will know essentials of basic rescue when faced with an emergency situation.**

*Benchmarks*

1. Explain the rationale for serving as an advocate for the use of appropriate protective equipment.
2. Use correct medical terminology and recognize the common acronyms used in EMS.
3. Identify the range of normal vital signs including blood pressure.
4. Describe normal skin conditions and pupil reactions.
5. Identify the components of the SAMPLE history.
6. Describe the anatomy and pathophysiology of the airway.
7. Know the parts and operations of various ventilation equipment, suction devices, and ventilation devices.
8. Describe common mechanisms of injury / nature of illness as it relates to consideration of the mechanism of injury.
9. Describe the indications and patient considerations for the use of the automated external defibrillator (AED).
10. Differentiate between the fully automated and semi-automated defibrillator.
11. Classify the various types of soft tissue injuries.
12. Define the fundamental components of emergency extrication.

**Standard II - Communications: The student will communicate effectively with residents/patients, health care facility staff and resident/patient family visitors.**

*Benchmarks*

1. Demonstrate the steps in activating the EMS system.
2. Describe the essential components of efficient and effective verbal report.
3. Communicate effectively with the patient, family, and by-standers.
4. Describe the components and sections of the written report.
5. Complete a prehospital care report for all emergency care assessments and treatments provided.

**Standard III - Employability Skills: The student will understand employability skills that will enhance employment and job satisfaction.**

*Benchmarks*

1. Differentiate the roles and responsibilities of the First Responder from other personnel in the EMS system.
2. Understand the role of scope of practice for the First Responder.
3. Identify the specific statutes and regulations in Iowa regarding the First Responder when providing emergency care.

**Standard IV - Systems: The student will understand the organizational structure of the nursing facility and recognize the role of outside agencies in assuring quality care.**

*Benchmarks*

1. Define Emergency Medical services system.
2. Discuss all state and/or local record and reporting requirements.
3. Explain the use of emergency protocols in providing emergency assessments and pre-hospital care.
4. Describe the components of the Iowa Trauma system.

**Standard V - Legal/ethical responsibility: The student understand the legal and ethical principles of providing care and fulfilling job responsibilities.**

*Benchmarks*

1. Obtain consent prior to providing emergency care, either expressed or implied.
2. Discuss the legal implications of abandonment, negligence, and battery for the EMT.
3. Explain the necessity of confidentiality when providing emergency care.
4. Describe the legal implications of the verbal and written reports.

**Standard VI - Safety Practices: The student will practice safety measures in providing resident/patient care.**

*Benchmarks*

1. Demonstrate the steps to minimize cross-infection.
2. Determine the appropriate selection of protective equipment and removal and discarding of protective garments..
3. Use standard procedures when providing emergency care.
4. Perform emergency moves when necessary.
5. State the steps that should be taken to protect a patient during emergency extrication.

**Standard VII - Teamwork: The student will understand the role and responsibility of individual members of the health care team, and will interact effectively and sensitively with all members in promoting the delivery of quality health care**

*Benchmarks*

1. Practice as an effective team member in providing emergency care.
2. Explain the reason for seeking additional help or assistance in an emergency.
3. Observe various scenes and identify potential hazards.
4. Describe the procedure of operating an automated defibrillator with a partner.

**Standard VIII - Managing a Scene: The student will utilize information regarding emergency scenes to stabilize the scene.**

*Benchmarks*

1. Describe the steps necessary to do a thorough scene assessment.
2. Perform the steps necessary to accomplish non-emergency moves.
3. Use methods necessary to protect rescuer and by-standers at the scene.
4. Use medical identifications to assist in assessing the patient's condition.

**Standard IX - Assessing the Patient: The student will understand the steps to primary and secondary assessment of the emergency victim.**

*Benchmarks*

1. Demonstrate the skills involved in assessment of breathing.
2. Demonstrate the skills in obtaining a pulse.
3. Demonstrate the skills associated with assessing skin conditions.
4. Demonstrate the skills associated with assessing the pupils.
5. Use information obtained from the patient, family and bystanders at the scene in assessing the patient's condition.
6. Use the SAMPLE history in completing the assessment.
7. Assess altered mental status in a victim.
8. Differentiate between normal and abnormal findings when assessing skin capillary refill in the infant, child, and adult.
9. Perform a detailed physical examination.
10. Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.
11. Demonstrate the skills involved in performing the on-going assessment.
12. Differentiate between the patient who is having adequate and inadequate air exchange.
13. Assess the patient experiencing chest pain/discomfort.
14. Assess the patient's condition whose condition is a result of trauma.
15. Assess all emergency patients for shock.

## **Standard X - Provide Emergency Care: Perform the steps required to provide emergency care for the patient.**

### *Benchmarks*

1. Demonstrate methods for opening an airway, head-tilt, chin-lift, jaw thrust.
2. Demonstrate the skills required to suction the patient.
3. Demonstrate the skills for ventilating a patient with the pocket mask, bag-valve-mask, using one and two rescuers.
4. Demonstrate the steps in ventilating a patient with a stoma.
5. Ventilate a patient using a flow restricted, oxygen powered ventilation device.
6. Insert a nasopharyngeal (nasal) airway.
7. Demonstrate the Sellick maneuver.
8. Demonstrate the proper insertion of the Combitube and PTL.
9. Evaluate the placement of a blindly inserted, combination, multi-lumen airway..
10. Provide CPR on an adult and child when indicated.
11. Demonstrate the steps in administering oxygen.
12. Demonstrate the application, operation, and maintenance of the automated external defibrillator.
13. Provide emergency care for patients who have experienced trauma, including: severe bleeding, closed and open soft tissue wounds, open chest wounds, closed abdominal wounds, impaled objects, burns, injuries to extremities and suspected spinal cord injuries.
14. Demonstrate rapid extrication from an automobile.



# Secondary Health Occupations Education

## Nurse Aide

**Standard I - Academic Foundations: The student will know the academic subject matter required for proficiency for nursing assistant.**

*Benchmarks*

1. Apply the philosophy of restorative/rehabilitative care when providing care.
2. Apply the knowledge of human growth and development for the elderly.
3. Describe the physical/social/emotional changes that occur in elderly and chronically ill.
4. Differentiate between the care needs of the acutely and chronically ill.
5. Respect and defend resident rights.
6. Describe the special needs of residents/patients with disabilities, including physical limitations, mental and emotional conditions, as well as, dementias.

**Standard II - Communications: The student will communicate effectively with residents/patients, health care facility staff and resident/patient family visitors.**

*Benchmarks*

1. Use correct medical terminology and acronyms.
2. Answers telephone correctly, taking accurate messages.
3. Record and report pertinent observations related to resident/patient procedures and conditions.
4. Records and reports nursing care procedures correctly.
5. Listens effectively.
6. Use appropriate techniques for communicating with residents/patients who have hearing/seeing limitations.
7. Describe methods for communicating with residents with cognitive impairment.
8. Use formal and informal, written and oral communication skills when planning and providing care.
9. Treats the resident's family and friends with courtesy.
10. Use therapeutic communications such as cueing, validation, reminiscing therapy.

**Standard III - Employability Skills: The student will understand employability skills that will enhance employment and job satisfaction.**

*Benchmarks*

1. Demonstrates desirable workplace skills.
2. Be dependable and professional when providing resident/patient care.

3. Describe the role of the nurse aide in long term care .
4. Describe the various career opportunities for registered nurse aides.
5. Outline the expanded functions for the nurse aide.
6. Plan efficient nursing care for assignments.

**Standard IV - Systems: The student will understand the organizational structure of the nursing facility and recognize the role of outside agencies in assuring quality care.**

*Benchmarks*

1. Describe various types of health care facilities.
2. Understands the administrative structure for health care facilities.
3. Identifies the relationship between various governmental and private agencies that define the guidelines for resident/ patient care.
4. Follows institutional policies and procedures when providing care.
5. Provide a home-like atmosphere for residents.

**Standard V - Legal/ethical responsibility: The student understand the legal and ethical principles of providing care and fulfilling job responsibilities.**

*Benchmarks*

1. Demonstrate responsibility concerning resident/ patient rights.
2. Practices confidentiality.
3. Describe dependent adult abuse.
4. Understand the practices that would promote legal responsibility.
5. Provide resident privacy as needed.

**Standard VI - Safety Practices: The student will practice safety measures in providing resident/patient care.**

*Benchmarks*

1. Use correct hand washing techniques.
2. Uses standard precautions when providing care.
3. Maintain a safe, clean environment for the resident.
4. Use correct body mechanics.
5. Follows emergency procedures for fire and disasters.
6. Provide emergency care for choking residents/ patients.
7. Use proper procedures for positioning and transferring residents..
8. Position the call light within easy reach of the resident/ patient.
9. Promotes a restraint free environment and when necessary properly and safely applies restraints.

**Standard VII - Teamwork: The student will understand the role and responsibility of individual members of the health care team, and will interact effectively and sensitively with all members in promoting the delivery of quality health care.**

*Benchmarks*

1. Practice as an effective team member in providing cares in a nursing facility.
2. Describe the scope of practice for the nursing assistant.
3. Describe the roles of the other members of the nursing care team.

**Standard VIII - Personal Hygiene: The student will utilize information on the resident/patient care plan to assist with daily living skills.**

*Benchmarks*

1. Assists the resident with bathing by tub, shower, whirlpool.
2. Assists with oral hygiene including denture care.
3. Provides a therapeutic back rub.
4. Assists the resident by removing facial hair.
5. Assists the resident with undressing grooming and dressing and/or undressing.
6. Understands the use of adaptive devices in assisting the resident to maximum functioning.
7. Assists the resident/patient in meeting nutritional needs, including special diets.
8. Feeds the resident when needed.

**Standard IX - Special Procedures: The student will perform special procedures for the resident/patient.**

*Benchmarks*

1. Positions resident/patient in correct body alignment.
2. Uses correct procedures when transporting the resident.
3. Assists the resident with standing and ambulation.
4. Uses appropriate techniques in transferring the resident.
5. Follows prescribed procedures in providing incontinent care.
6. Uses appropriate techniques in caring for the resident/patient with a urinary drainage system.
7. Assists resident/patient with bladder and bowel training.
8. Measures and records vital signs, including blood pressure.
9. Measures height and weight accurately.
10. Applies anti-embolism hose.
11. Performs passive range of motion or assists with active range of motion.
12. Uses techniques to prevent pressure sores and contractures.
13. Understands methods to assist the resident/patient to deal with losses.
14. Describes the five steps of approaching death and reactions to approaching death.
15. Describes the procedures for post-mortem care.

## Family and Consumer Sciences Program Management Committee

Ms. Lois Birkhofer  
Family and Consumer Science Instructor  
Muscatine High School  
2705 Cedar  
Muscatine, IA 52761

Mr. Kevin Brummer  
Superintendent  
West Hancock Community Schools  
420 9th Ave. SW  
Britt, IA 50423

Dr. Howard Barnes  
Family and Consumer Sciences  
University of Northern Iowa  
Latham Hall 235  
Cedar Falls, IA 50614

Ms. Cleta Salyers  
P.O. Box 626  
Malvern, Iowa 51551

Ms. Nadene Davidson  
FCS Dept. Coordinator and Instructor  
Price Laboratory School  
19th and Campus  
Cedar Falls, IA 50613

Mr. Craig Van Waardhuizen  
3716 Pearl Lane  
Waterloo, Iowa 50702

Ms. Kaye Held  
Family and Consumer Sciences Teacher  
Sergeant Bluff-Lutton High School  
Port Neal Road, Box 97  
Sergeant Bluff, IA 51054

Ms. Jo Lerberg  
Iowa Department of Human Services  
Hoover State Office Building  
Des Moines, IA 50319

Ms. Marsha Swanson  
Child Care Development  
Iowa Lakes Community College  
3200 College Drive  
Emmestburg, IA 50536

Martha Klatt  
Perry High School  
1200 18th Street  
Perry, IA 50220

Mr. Mark Heilman  
Associate Professor  
Iowa State University  
2228 Lincoln Way  
Ames, IA 50010

Dr. Cheryl Hausafus  
College of Family and Consumer Sciences  
Iowa State University  
Ames, IA 50011

Ms. Becky Burgart  
Dept. Coordinator, Work Experience  
Iowa Western Community College  
2700 College Road  
Council Bluffs, IA 51502

## Resources and Links